Accommodations Toolkit

Small Group and Individual Administration: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **small group/individual administration** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO). The toolkit also contains a summary of the research literature on small group/individual administration (/nceo/accommodations-toolkit/small-group-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included small group/individual administration in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included small group/individual administration in their accessibility policies for English learners in 2023. Table 1 shows how small group/individual administration was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Small Group/Individual Administration, 2023

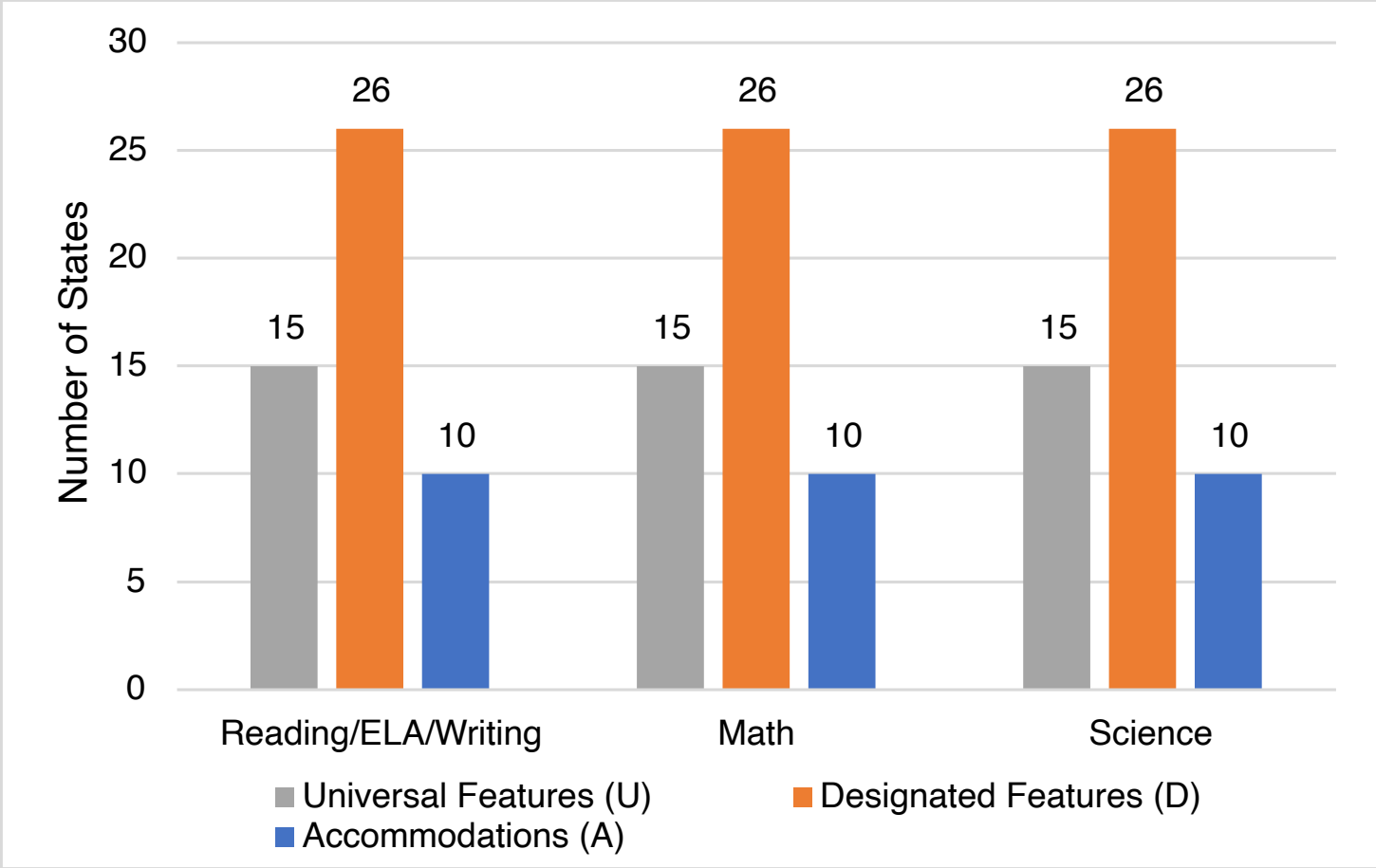

Figure 2. States' Accessibility Policies for English Learners for Small Group/Individual Administration, 2023

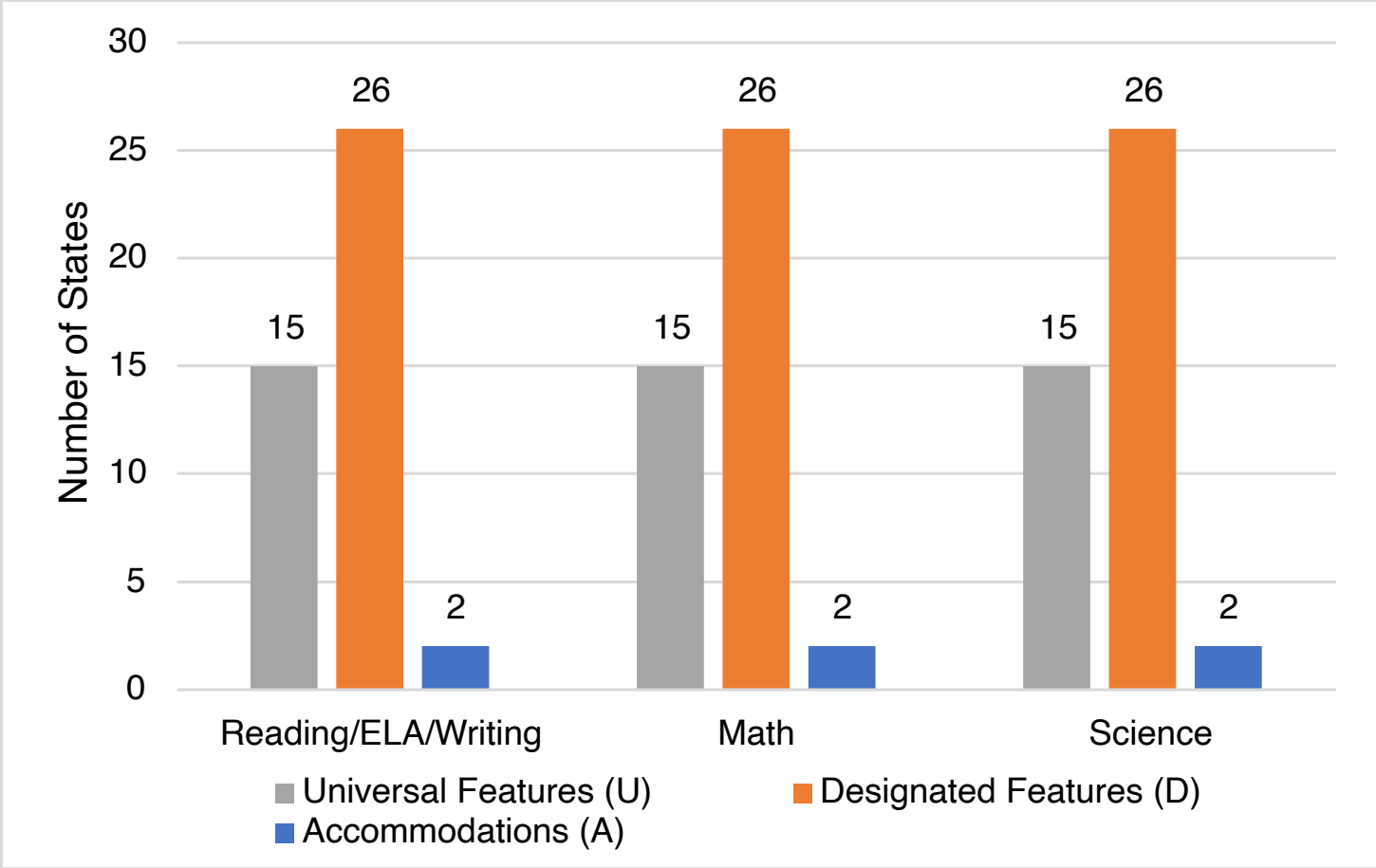

Table 1. Accommodations Policies for Small Group/Individual Administration by State, 2023

U = Universal Feature, D = Designated Feature, A = Accommodation, ELA = English Language Arts, X = Allowed, SD =

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama		x			
Alaska			SD		
Arizona	X			X	
Arkansas					
California		X			
Colorado		X			
Connecticut		X			
Delaware	X			X	
District of Columbia		X			

Florida			SD		
Georgia			SD		
Hawaii		X			X
Idaho		X			X
Illinois		X			X
Indiana	X		SD	X	
Iowa		X			X
Kansas	X			X	
Kentucky					
Louisiana		X			X
Maine		X			X
Maryland		X			X
Massachusetts		X			X
Michigan	X			X	

Minnesota	X			X	
Mississippi		X			X
Missouri	X			X	
Montana		X			X
Nebraska	X			X	
Nevada		X			X
New Hampshire		X			X
New Jersey		X			X
New Mexico		X			X
New York			SD		
North Carolina			SD		
North Dakota	X			X	
Ohio	X			X	

Oklahoma		X	SD, E		
Oregon		X			
Pennsylvania			SD, E		
Rhode Island	X			X	
South Carolina	X		SD	X	
South Dakota		X			
Tennessee	X			X	
Texas	X			X	
Utah	X			X	
Vermont		X			
Virginia					
Washington		X			
West Virginia			SD		

Wisconsin		X			
Wyoming		X			
Total (Students with Disabilities)	15	26	10	15	
Total (English Learners)	15	26	2	15	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Small Group/Individual Administration Accessibility Policies

State	Details/Specifications
Alabama	**Accessibility Support (Designated Feature):** Individual (1:1) administration: Test location is provided so that the student can be tested individually. This accessibility support is primarily for students who have a behavioral or medical issue or a learning disability that necessitates their testing individually. A proctor is required in addition to the test administrator. The student, the Test Administrator, and the Proctor are set up in a room separate from other students. Unless there are additional supports or accommodations that apply, the administration of the test will follow the same guidelines as those for group online testing. Small group: Test location is provided so that the students can be tested in a group of 10 or fewer students, in a setting separate from that made available for most students. This accessibility support does not require a Proctor. Students must be grouped by same grade and tested on the same content area and session number. Ten or fewer students and the Test Administrator are set up in a room separate from other students.
Alaska	**Accommodation:** Individual administration: Students may have the test administered individually in a separate location and/or at a different time than their peers. Small group administration: Students may have the test administered in a small group in a separate location and/or at a different time than their peers.
Arizona	**Universal Test Administration Condition (Universal Feature):** Testing in a small group, testing one-on-one, testing in a separate location on campus or in a study carrel.
California	**Designated Feature:** Separate setting: A student's test location can be altered so the student is tested in a setting different from that made available for most students. Separate setting may also include the most beneficial time, special lighting or acoustics, and adaptive furniture.

Colorado	**Administrative Consideration (Designated Feature):** Separate or alternate location: Students may test in a separate or alternate location from peers as long as standardized test procedures are followed. Small group testing: Assessment policy does not prescribe the maximum group size for any student; however, for students with IEP, 504 or ML plans, schools must follow group guidelines as documented on the plans (e.g., "less than ten students" or "no more than eight students"). If the plan does not specify the maximum number of students in the small group, follow common practice used for that student during instruction and classroom/district assessment.
Connecticut	**Designated Feature:** Separate setting: Students who are easily distracted, or who may distract others in environments such as group testing, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room, but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, with a whisper phone, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, employed by the school and trained in a manner consistent with the Test Administration Manual (TAM), including security procedures, may act as test proctor (test administrator) for the student. Some designated supports or accommodations require students to be assessed individually. These students would also require a separate setting. Examples include students accessing the Read Aloud designated support or accommodation, talking calculator, or speech-to-text.
Delaware	**Universal Feature:** Small group
District of Columbia	**Administrative Consideration for All Students (Designated Feature):** Small group testing: Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.
Florida	**Accommodation:** A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student's IEP or Section 504 Plan.

Georgia	**Accommodation:** Small group Individual administration
Hawaii	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The Separate Setting Designated Support may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. Follow the administration guidelines provided in the test administration manuals regarding the requirements of test environments.
Idaho	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it.

Illinois	**Administrative Consideration (Designated Feature):** Small group testing: Student is tested in a separate location as an individual or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Check policies on the maximum number of students allowed in a small testing group.
Indiana	**Universal Feature:** Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally. **Accommodation:** Individual Testing: Students are tested in a separate setting from peers based on individual needs.
Iowa	**Designated Feature:** Separate setting: A smaller group or individual testing setting may be provided to students. Individual and small group testing must comply with all administration policies. Students who are easily distracted (or are distracting to others) may need to test in a separate setting. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing. The separate setting may be in the same room but in a specific location (for example, away from windows, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students need to be administered the assessment in a location outside of school such as in a hospital or their home.
Kansas	**Universal Feature:** Separate, quiet, or individual setting
Louisiana	**Accessibility Feature (Designated Feature):** Individual testing: Testing locations and logistics must be secured in advance of testing. Small group testing: Students may be tested in a separate location with a small group of students (8 or fewer) with matching accessibility features, accommodations, or testing needs, as appropriate. Testing groups must be identified, and testing locations and logistics must be secured before testing begins.

Maine	**Designated Feature:** Individual/separate setting: Individual or separate setting may be used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by supports/accommodations being used. Small group setting: Small group setting may be used to minimize distractions for students whose test is administered out of the classroom.
Maryland	**Administrative Consideration (Designated Feature):** Small group: Student is instructed or assessed in a separate location with a small group of students with matching accessibility features, accommodations, or needs as appropriate.
Massachusetts	**Designated Feature:** Small group test administration: May include up to a total of 10 students. Individual (one-to-one) test administration: Student must be tested in a separate setting.
Michigan	**Universal Feature:** Administration of the assessment individually or in a small group (no more than five students): Some students may benefit from testing in a small group or may be using additional supports that would cause a distraction for other students. For example, students utilizing the read-aloud option for the M-STEP paper/pencil assessments or MI-Access Functional Independence (FI) assessments can have appropriate portions of the test read aloud to them in a small group of no more than five students, or in one-on-one assessment situations.
Minnesota	**General Support Available for All Students (Universal Feature):** Individual or small-group settings: Student is tested individually or in a small-group setting.
Mississippi	**Accessibility Feature (Designated Feature):** Small group (2-9 students) Test individually
Missouri	**Universal Feature:** Separate setting: All students may be allowed to test in a separate setting from other students. This includes testing individually or testing as part of a smaller group. This tool must be chosen in the Portal under student accommodations prior to testing.

Montana	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administrator Manual (TAM), can act as test proctor (test administrator) when student requires it.
Nebraska	**Universal Feature:** Setting: The student is provided a distraction-free space or alternate, supervised location (e.g., study carrel, front of classroom, alternate room). This support needs to be documented in NWEA's NSCAS Platform when students are scheduled to test in a one-on-one situation (one adult and one student). Documenting one-on-one scheduled administration is part of NSCAS Security protocols. Students easily distracted or needing a special setting due to other circumstances including health needs.
Nevada	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it.

New Hampshire	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.
New Jersey	**Administrative Consideration (Designated Feature):** Small group testing: Small group is defined as a small number of students not to exceed 15, with similar accessibility features and/or accommodations who will be administered the test as a group. Important Note: Student IEPs may specify a smaller group size and must be accommodated during testing. Districts/schools are responsible for determining the composition and compatibility of the members of the small group.
New Mexico	**Administrative Consideration (Designated Feature):** Small group testing: Students are tested in a separate location with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate. Small group sizes can vary from 5–10 students depending on the circumstance and student needs as outlined in the IEP.
New York	**Accommodation:** Separate location/setting (specify group, individual, and/or additional requirements)

North Carolina	**Accommodation:** Testing in a separate room (one-on-one or small group test administration): The Testing in a Separate Room accommodation allows a student to take a test in a separate room in a one-on-one or small group administration. Based on the individual needs of the student, the IEP team or Section 504 committee determines how the Testing in a Separate Room accommodation will be provided and documents the specifics in the IEP or Section 504 Plan. The Testing in a Separate Room accommodation can be provided in either a one-on-one setting or a small group setting. If the team or committee specifies the test administration is to be one-on-one, the student must receive the Testing in a Separate Room accommodation on a one-on-one basis as part of the regular classroom instruction and similar classroom tests. If the team or committee specifies the test administration is to occur in a small group, the team or committee must review the local policy for the definition of a small group. The maximum number of students for a small group test administration is determined at the local level but must be documented in the student's current IEP or Section 504 Plan. If the team or committee has specific concerns regarding the number of students in a particular small group test administration, it should document these concerns in the IEP or Section 504 Plan. The IEP team or Section 504 committee must consider whether other accommodations the student will be provided during testing require the Testing in a Separate Room accommodation (e.g., Test Read Aloud [in English], Multiple Testing Sessions, Scheduled Extended Time). If the other accommodations the student will be provided do require the Testing in a Separate Room accommodation, they too must be documented in the student's IEP or Section 504 Plan. It may be appropriate for the student to use a study carrel, special furniture, or special lighting during the test administration. It is inappropriate to provide certain accommodations to a small group unless all the students in the group are receiving the same accommodations. The principal or principal's designee, usually the school test coordinator, shall assist in locating a separate room for the test administration.
North Dakota	**Accessibility Feature (Universal Feature):** Separate setting: Test location is altered, so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or who may distract others) in a group test setting may need to take the assessment in an alternate location. The separate setting may be in the same room but in a different location (e.g., away from windows, doors, or pencil sharpeners; in a study carrel; near the teacher's desk; at the front of a classroom); in a different, smaller-group setting; or in a room that allows them to work alone and/or to use a device requiring voicing (e.g., a Whisper Phone). Some students may benefit from being in an environment that allows them to get up and walk around. In some instances, students may need to interact with instructional or test content in an environment outside of school, such as in a hospital or at home.

Ohio	**Administrative Consideration (Universal Feature):** Separate or alternate location: The test administrator administers the test in a location different than the location where other students are testing (for example, in a different classroom). Small group: A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. A "group" of one also is permissible. Small groups may be appropriate for human read-aloud and translated test administrations or to reduce distractors for some students.

Oklahoma	**Designated Feature:** Small group test administration: Best practice is no more than 5 students, but the absolute maximum is 10 students. Individual (one-to-one) test administration: Student must be tested in a separate setting. **Accommodation (Students with Disabilities):** Individual testing: This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security. Small group testing: Best practice is no more than 5 students, but the absolute maximum is 10 students. This accommodation is intended to reduce student distractions and may be required for certain accommodations. Students must be actively monitored and may use a testing carrel or test in a special education resource room or other location that maintains test security. Students in the group will have matching accommodations and/or similar testing needs. A small group can be pulled inside the general education classroom. An example of this would be at a small group table. Students should be tested with their non-disabled peers to the greatest extent possible. **Accommodation (English Learners):** Individual testing: This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored. Students may use a testing carrel, test in a resource room, or other location that maintains test security Small group testing (8 10 maximum): This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students must be actively monitored. Students may use a testing carrel, test in a resource room, or other location that maintains test security.

Oregon	**Designated Feature:** Separate setting: Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. Additionally, a student may test in a separate setting if their assessment needs to be administered at a different time of day than other students, if they need to read aloud or sub-vocalize text, retell a reading passage in their own words before responding to items, or if they need the use of a calming device or support (as recommended by educators and/or specialists). The separate setting may be in a different room that allows them to work individually or among a smaller group, or in the same room but a specific location (for examples, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the TAM, can act as a TA when the student requires it. A separate setting covers all environmental modifications, not just the physical location of testing. For example, a student may need the emotional support of a comfort object, such as a stuffed animal or blanket. Or a student may need a "buffer" object to lower their affective filter, such as a curtain to speak through.
Pennsylvania	**Accommodation (Students with Disabilities, English Learners):** One-on-one: Some students benefit from a separate setting to reduce distractions and/or provide read aloud, signing, or translation. The scribing accommodation requires a one-to-one setting. The online test with audio without headphones requires a one-on-one setting. Small group (1-5) (1-12): Small group of 1-5 must be used for read aloud, signing, or translation of ALL Mathematics, Algebra, Science, Biology, multiple-choice Conventions of Standard English items and TDA prompt. Small groups of 1-5 can be used for distractibility, and/or other unique needs. Small groups of 1-12 can be used for students who require a separate setting to reduce distractions, provide scheduled extended time, or provide a read aloud for SOME allowable test items. For any accommodation where a student's responses are verbalized aloud, a one-to-one setting must be used. This includes scribing, use of AAC, voice-to-text, etc. Separate setting: Some students benefit from a separate setting to reduce distractions for themselves and others. See One to One Setting or Small Group.

Rhode Island	**Accessibility Feature (Universal Feature):** One-to-One: Test students individually, in small groups, or other grouping that reflects their typical classroom environment. Follow policy below for creating small groups. Small group administration: Test students individually, in small groups, or other grouping that reflects their typical classroom environment. Follow policy below for creating small groups. Small groups may not have more than ten students. The ideal group size is two to eight students. Students in small groups should have the same or similar accommodations.
South Carolina	**Administrative Consideration (Universal Feature):** Separate room Small group **Accommodation:** Setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home.
South Dakota	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with test content outside of school, such as in a hospital or their home. A trained (according to the Test Administration Manual—TAM) certified staff member, can act as test proctor (test administrator) when student requires this type of setting.

Tennessee	**Universal test administration condition (Universal Feature):** Small group One-on-one
Texas	**Accessibility Feature (Universal Feature):** Individual test administration: A student receives an individual test administration with a test administrator. Examples: • An individual student is provided a one-on-one administration with a trained test administrator to minimize distractions for that student. • An individual student who uses a projection device is paired with one test administrator in a separate setting to minimize distractions to other students. Small group administration: Students are tested in small groups that mirror classroom testing situations based on individual student needs. Example: Students who regularly receive small group administrations in the classroom are given the STAAR or TELPAS test together in a separate session away from the other students in the class. The total number of students in this group is less than the number of student in their regular classroom setting for that subject.
Utah	**Universal Feature:** Alternate location: In some circumstances, distractions for an individual student or a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. An alternate location for a student receiving an interpreter or scribe accommodation can prevent other students from becoming distracted. In addition, some students may perform better when they can read content aloud and think out loud or make noises that may be distracting to other students. To reduce distractions to other students when these strategies and/or accommodations are provided, an alternate location must be employed. A student assessed in an alternate location always needs a proctor supervising the assessment.

Vermont	**Designated Feature:** Separate setting: Before Testing: Update in ADAM. On Accommodations page under Custom Accommodations and Supports, select checkbox next to Individual/Separate Setting (Support). Or update via the Student Accommodation Upload file. Refer to the Vermont Student Accommodation Upload Values 2023 document for field name descriptions and accepted values. Materials needed: No additional materials needed. During testing: Students may be tested in a separate setting.
Washington	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted (or may distract others) in the presence of other students may benefit from having an alternate location to take the assessment. The separate setting may be in a different room that allows a student to work individually or among a smaller group to use a device requiring voicing (e.g., Whisper Phone). Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around.

West Virginia	**Accommodation:** Separate setting (small group): Test setting is altered so the student is tested in a small group. The test administrator must be one who qualifies under Policy 2340. Students who need smaller groups for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students may benefit from an environment with fewer students. When to select: When the student benefits from a small group assessment environment. Notes for implementation: • Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a small group setting. • Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. • Students must be monitored during the entire testing period. • Testing locations must be private and free of distractions. • These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting. Separate setting (one-to-one): Test setting is altered so the student is tested on a one-to-one basis. The test administrator must be one who qualifies under Policy 2340. Students who need one-to-one settings for instructional or assessment purposes are ones who may easily become distracted when in larger group settings. These students benefit from an environment with no other students. When to select: When the student benefits from a one-to-one assessment environment. Notes for implementation: • Changes in instructional and assessment locations can benefit students who are easily distracted in large group settings and who concentrate best in a one-to-one setting. • Changes in location also benefit students who receive accommodations (e.g., reader, scribe, or frequent breaks) that might distract other students. • Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment. • Students must be monitored during the entire testing period. • Testing locations must be private and free of distractions. • Each student tested in a separate setting within the school must be under the supervision of a trained examiner. • These requirements apply to students tested in all locations, whether the student is assessed in the school building, at home, in a hospital, or a residential or other alternative setting.

Wisconsin	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from that made available for most students. Students who are easily distracted or who may distract others may need an alternate location for their assessment (e.g., behavior differences, read aloud). It is permissible to have multiple students, who are assigned separate setting, testing in the same room depending on the reason for the alternate setting and their individual needs.
Wyoming	**Designated Feature:** Separate setting: Test location is altered so that the student is tested in a setting different from others. Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to take the assessment. The separate setting may be in a different room that allows them to work individually or may include smaller groups for WY-TOPP testers. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with test content outside of school, such as in a hospital or their home. A trained, certified staff member can act as test proctor (test administrator) when student requires it.

Footnotes

- **[1]**
  States' accessibility policies on small group/individual administration were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites between August and October 2023.The information in the tables from each state was coded based on information in the state policy.

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials to ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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